DOCUMENT RESUME

ED 186 068 JC 800 240

AUTHOR Ozsogomonyan, Ardas
TITLE A Bilingual Follow-Up Study of a VEA Funded Community Project.
INSTITUTION Skyline Coll., San Bruno, Calif.
PUB DATE 24 Apr 80
NOTE 7p.; Paper presented at the California Community/Junior College Association Research and Development Commission Conference (Monterey, CA, April 23-25, 1980)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Community Colleges; *Consumer Education; Course Descriptions; *Economically Disadvantaged; Educational Demand; Followup Studies; *Information Dissemination; *Information Utilization; *Outreach Programs; Program Effectiveness; Publicity; Questionnaires; Spanish Speaking; Two Year Colleges; Use Studies
IDENTIFIERS *Bilingual Instructional Material

ABSTRACT

A follow-up study was conducted by Skyline College (SC) to determine the effectiveness of an "economically depressed area" project undertaken by the college in Spring 1979 to promote SC's programs among low income area residents and to provide information to this group on consumer-related issues and community service agencies. During the project, a five-page promotional brochure describing, in Spanish and English, SC's home economics program and a 22-page, bilingual consumer guide were sent to 12,000 homes in northern San Mateo County that were selected using 1970 census tract data. Two months later, a telephone follow-up of 689 randomly selected recipients was conducted by four bilingual interviewers; 437 interviews were actually completed. Follow-up results indicate that 148 of the interviewees acknowledged receipt of the materials and that 67 had read them. While 21 said they kept the materials for further use and 39 said they found the materials useful, only eight respondents indicated that they would like to take courses at SC. Appendixes to the report include the cover letter mailed with the brochures and the telephone interview guide. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186068

A BILINGUAL FOLLOW-UP STUDY OF A VEA FUNDED COMMUNITY PROJECT

Paper presented at the 1980 CCJCA
Research and Development Commission
Conference on April 24, 1980, Asilomar, CA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By

Dr. Ardas Ozsogomonyan
Director of Instructional Services
Skyline College
San Bruno, CA 94066

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ardas Ozsogomonyan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Skyline College was the recipient of VEA Subpart-5 (Consumer and Homemaking Education) grant during 1978-79. The original grant and a subsequent augmentation amounted to $18,084. There were two projects undertaken: 1) development of audio-visual materials (four 30-minute slide/tape modules) to support classroom instruction in home economics courses ($4,572) and 2) an "economically depressed area" project ($13,512). This paper discusses the second project and the results of a follow-up study.

The "economically depressed area" project consisted of developing and disseminating bilingual printed materials (English and Spanish). Specifically, thirteen thousand copies of a five-page promotional brochure describing the home economics programs at Skyline and a twenty-two page "Consumer Guide" were printed and mailed to twelve thousand homes in the Northern San Mateo County area along with a bilingual letter describing the materials (see Appendix A). The target areas were selected utilizing the 1970 census track data refined by current community demographic information kept at the college. The complete list of all addresses receiving the materials was purchased from the mailing company for research purposes.

We had two major goals in mind as we undertook the "economically depressed area" project. On one hand we wanted to bring our programs and services to the attention of that segment of our community which, in our judgment, is taking minimum advantage of Skyline's programs and encourage this group to pursue educational goals at Skyline.

On the other hand, we wanted to provide accurate, up-to-date information on consumer-related issues and community service agencies. The decision to print the materials in English and in Spanish was based on demographic data that indicated that there is a rapidly growing Latino population with low economic status in Northern San Mateo County (median family income not more than 40% of

JC 800 240

the national median). This population also has limited or no English speaking ability. Two months after the mailing a follow-up study was undertaken in order to ascertain the degree to which the project goals were achieved. Using reverse phone books (organized by address), homes that were sent the bilingual materials but with no phone listings were identified. Surprisingly, some 51% (N=6141) fell in this category. From the remaining 5859 phone numbers, 689 were randomly selected. These homes were contacted by phone in the evening hours (6:00-9:00 p.m.) by four trained bilingual interviewers. Because of disconnected phones, busy signals, and no answers, the actual number of responses received was 437.

Each interview began with the same opening statement in English:

> "Hello! My name is _____. I am calling you from Skyline College. I would like to ask you a few questions, but before I continue, are you more comfortable with English or Spanish? (Wait for answer...if the person says, 'Spanish' then begin speaking in Spanish; otherwise, continue in English.)"

The second part of the above statement, the part exploring language facility was used only with those individuals whose surnames were Latino as judged by the interviewing team and their supervisor. It took six evenings to complete the interviews. Appendix B shows the English version of the interview and Appendix C shows the Spanish version.

Results and Discussion

1. 148 out of 437 individuals (34%) acknowledged receipt of the materials.
2. 67 out of 148 (45%) said they had read the materials.
3. 21 out of 67 (31%) said they kept the materials for further use.
4. 39 out of 67 (58%) said they found the materials useful.
5. Eight individuals said that they would like to take courses at Skyline. Because of the interview protocol, this represents a 12% response (8 out of 67).

Fifty-eight individuals out of 437 (13%) had Latino surnames and most of them preferred to speak in Spanish. A careful examination of the 5859 names whose phone numbers were available indicated that about 15% had Latino surnames. These figures suggest that the 437 individuals are representative of the target population since chi square statistics indicate no difference in the frequencies of Latino names in the two groups.

The issue of whether or not the homes with phone numbers represent a subgroup similar to or different from the entire population of 12,000 homes was explored. Inquiries to the phone company revealed the following: a) almost 98% of all homes have phone numbers; b) approximately 30% of those who do have phones are not listed in the regular phone book; and c) approximately 20% of those who are listed in the regular phone book are not listed

in the reverse phone book. Since it takes an additional charge to get an unlisted phone number, it was concluded that, for the population under study, the families with phone numbers listed in the reverse directory represent, perhaps to a higher degree than the rest, the "economically depressed" population. The fact that 34% acknowledged receipt of printed materials from Skyline and the fact that 45% of those read these materials are noteworthy especially since contact was made two months after the mailing. Consequently, we conclude that we have been successful in achieving one of our goals.

Additionally, however, our results indicate that we have been unsuccessful in achieving our second goal since a disappointingly small number of individuals (about 12%) expressed interest in Skyline College as a result of our mailing effort. Other avenues, such as radio and television media, may be more effective in marketing and recruitment, especially if Spanish speaking stations are used for advertising college programs and services.

While many community colleges develop consumer brochures/ newsletters and mail to the households in their service area, no follow-up studies appear to have been made. The results of this study should shed some light on the perception of the recipients of such materials and also contribute to a growing literature on program evaluation.

Acknowledgment: I would like to thank Mr. Felix Perez for his assistance with the interviews and Mrs. Darlene Vuicich for her assistance with data collection and analysis.

APPENDIX A

SKYLINE COLLEGE ☐ 3300 COLLEGE DRIVE ☐ SAN BRUNO, CALIFORNIA 94066 ☐ PHONE 415 355-7000

Summer, 1979

Members of the North San Mateo County:

Enclosed are two brochures we hope you will find of interest. They have both been prepared for you to keep and use as you deem necessary. The Consumer Guide is a carefully selected compilation of information on a variety of topics. It contains up-to-date information on nutrition, clothing, child care, health, energy, and available community services.

The Consumer Guide was developed by the Home Economics Department at Skyline College. This department offers a complete program of courses that lead to diplomas in Home Economics and related fields. The second brochure included in this mailing, Home Economics, provides a detailed description of all the course offerings. If you wish to enroll and need further information, please do not hesitate to contact any of the individuals listed in the brochure. We, the faculty, staff, and administrators at Skyline College, are happy to serve our community.

Miembros del Condado de la Comunidad del Norte de San Mateo:

Adjunto hay dos folletos que esperamos los encuentre de interés. Estos folletos han sido preparados para que los conserve y los use a como usted le parezca necesario. El Guía Para El Consumidor is una acumulación de información en una variedad de tópicos, seleccionados cuidadosamente. Contiene información al día en nutrición, vestidura, cuidado del niño, salud, energia y servicios disponibles para la comunidad.

El Guía Para El Consumidor fué desarrollada por El Departamento de La Economía del Hogar en el Colegio de Skyline. Este departamento ofrece un programo completo de cursos que guian al Diploma en la Economía del Hogar y campos relacionados. El segundo folleto incluído en esta correspondencia, la Economía Del Hogar, provee una descripción detallada de todos los cursos ofrecidos. Si usted desea inscribirse y necesita mas información, por favor no dude en ponerse en contacto con cualquiera de las personas mencionadas en el folleto. Nosotros, la facultad, personal, y administradores del Colegio de Skyline, estamos contentos de servir a nuestra comunidad.

5

Sincerely yours,
Sinceramente suyos,

Rosemary Leach
Instructor, Home Economics

Ardas Ozsogomonyan
Director, Instructional Services

APPENDIX B

At the end of July we mailed you a bilingual brochure on our Home Economics Programs and a Consumer Guide which gives information on nutrition, clothing, etc. Have you received these materials?

(Wait for answer.....If it is "yes" then continue below; otherwise, say: "Thank you for your time, sorry to have disturbed you, good-bye.")

Would you have time now to answer a few short questions?

(Wait for answer....If it is "yes" continue below; if it is "no" ask why and take notes. The interview will end at this point. Thank the person and say good-bye.)

The information you will give will remain confidential.

1. Did you read the materials? Yes No
   (If the answer is no, stop here and thank the person; the interview is over.)

2. Did you keep them? Yes No

3. Did you find the information useful? Yes No
   If the answer is no, asky why and take notes.

4. What information would you like that was not given?

5. Did you contact the college for further information? Yes No

6. Would you like to take courses at Skyline? Yes No
   (If answer is no, skip questions 7 & 8; ask why and take notes. The interview ends here.)
7. Are you enrolled at Skyline now? Yes No
   (If answer is no, skip question 8. Ask why and take notes. The interview ends here.)
8. Because you read the brochure? Yes No

APPENDIX C

A). A Fines de Julio le mandamos un folleto bilingue de nuestros programas sobre La Economía del Hogar y un folleto de Guía Para el Consumidor que le dan información sobre alimentación, ropa, etc. ¿Ha recibido Vd. estas materials?

(Wait for answer.....If it is "yes" then continue below; otherwise, say: "Thank you for your time, sorry to have disturbed you. Good-bye."

B). ¿Tendra tiempo para contestar unas breves preguntas?

(Wait for answer.....If it is "yes" continue below; if it is "no" ask why and take notes. The interview will end at this point. Thank the person and say good-bye.)

C). La información que daña, seña confidencial.

1. ¿Leo las materials? Sí No

(If the answer is no, stop here and thank the person; the interview is over).

2. ¿Las guardo? Sí No

3. ¿Fue util la información? Sí No

(If answer is no, ask PORQUE? and take notes).

4. ¿Que información le gustaría que no dimos en el folleto?

5. ¿Se puso en contacto con el colegio para mas información? Sí No

6. ¿Le gustaria tomar unos cursos en Skyline College? Sí No

(If answer is no, ¿PORQUE?, skip questions 7 and 8 and go to number 9).

7. ¿Esta tomando cursos en Skyline College ahora? Sí No

(If answer is no skip question 8 and go to number 9).

8. ¿Fue porque Vd. leo el folleto? Sí No

9. ¿Si los cursos fueran bilingues, se matriculara? Sí No

-6-UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

MAY 30 1980